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Indian Education for All

Model Teaching Unit

Language Arts - Middle School Level

For Joe Medicine Crow's:
Counting Coup: Becoming a Crow Chief on the Reservation and Beyond

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Counting Coup: Becoming a Crow Chief on the Reservation and Beyond

By
Joe Medicine Crow

Unit written by Megkian Doyle with additions by Dorothea M. Susag and Shane Doyle

Published by the Montana Office of Public Instruction 2010

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Counting Coup: Becoming a Crow Chief on the Reservation and Beyond

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Anchor Text:

Medicine Crow, J. *Counting Coup: Becoming a Crow chief on the reservotion and beyond.* Washington D.C.: National Geographic Society. 2006. 128 pp. ISBN 0-7922-5391-4

Fast Facts

Genre	Autobiography/Memoir
Suggested Grade Level	5-8 (7th for this lesson plan)
Tribe (s)	Crow
Place	Crow Agency, MT; Bacone Indian School in Oklahoma; WWII Germany
Time	1913 – 2000

About the Author and Illustrator

Joseph Medicine Crow, an enrolled member of the Crow Tribe in Southeastern Montana, wrote his autobiography when he was in his 90s in cooperation with Herman J. Viola, Curator Emeritus of the Smithsonian Institution. There are four pages of photos inserted in the center of the book.

Text Summary

Joseph Medicine Crow chronicles his life as a child and young adult on the Crow Reservation during the period when the Crow people transitioned from their nomadic traditions to life on a reservation. *Counting Coup* begins in "the old tribal days" and the Crow warrior tradition and ends

with Joe Medicine Crow reciting his war deeds to his relatives after returning from Germany and WW II. While the time when warriors can "count coup" in the traditional sense is past, Medicine Crow's experiences mold him into a leader, able to count the four coups and become a chief by the time he completes his service in WWII. Medicine Crow was the first Crow male to earn a Master's degree. He has received an honorary doctorate and is now the official tribal historian of the Crow people. This humorous, poignant and most honest memoir rings clear with Medicine Crow's voice, and the reader can easily imagine the story-telling situation where you hear these stories just as they are told. "Trained as a warrior by his grandfather Yellowtail, Winter Man [Medicine Crow and later High Bird) bathes in icy rivers, races horses, plays games with his friends" (front cover flap of book). He attends Baptist school and then boarding school. He retells his elders' personal, humorous, and daring stories about events such as the Battle of the Little Bighorn, frequently contradicting commonly held beliefs and stereotypes about Indians in general, about the Crows specifically, and about relationships between tribes. "Warfare was our highest art, but Plains Indian warfare was not about killing. It was about intelligence, leadership, and honor" (18).

In the Foreword, Herman J. Viola and Joseph Medicine Crow express their thanks to those who helped them tell this story: George Horse Capture, Tim Bernardis, Sherman and Myrtle Hubley, Nancy Feresten and the staff of the National Geographic Society.

Materials

- Medicine Crow, J. *Counting Coup: Becoming a Crow chief on the reservation and beyond.* Washington D.C.: National Geographic Society. 2006. 128 pp. ISBN 0-7922-5391-4
- Leaders Log materials (optional) – paper, video or audio recording equipment, etc.
- *Whale Rider* film. The story of a young female who must prove herself as a leader of her Maori tribe. Available as a download from www.whaleriderthemovie.com and available in DVD format from Amazon or Barnes and Noble. Another option is to check with your school librarian about interlibrary loaning a copy to your school.
- Award certificates (one for each student).
- Leadership event supplies: Student-made giveaway gifts, decorations, invitations, etc.
- Copies of "Need to Know" worksheet (included below).
- Online and print resources:
    - *Absaalooka: The Crow Nation, Then and Now.* As told through an interview between Crow Sun Dance leader/historian and a non-Indian historian: Lloyd G. Mickey Old Coyote (Crow) and Helene Smith. Greensburg, PA: MacDonald/Sward Publishing Co., 1993. 251 pp. ISBN: 0-945437-11-0
    - Ancona, George, photographer and author. *Powwow.* San Diego, CA: Harcourt Brace and Company, 1993. 40 pp. ISBN: 0-15-263269-7. Full-color photographs and writing, the Crow Fair.
    - Child, Brenda J. (Red Lake Ojibway). *Boarding School Seasons: American Indian Families,* 1900-1940. Lincoln, NB: University of Nebraska Press, 2000. 143 pp. ISBN:0-8032-6405-4
    - Crow Stories by University of Montana students: http://www.umt.edu/journalism/student_work/nativenews02.com/stories/Crow.html
    - *Essential Understandings Regarding Montana Indians.* Developed by the Office of Public Instruction. Revised January 2008. http://www.opi.mt.gov/pdf/indianed/resources/essentialunderstandings.pdf

- Fleming, Walter C. *The Complete Idiot's Guide to Native American History*. New York: Alpha Books, 2003. 311 pp. ISBN: 0-02-864469-7
- Harcey, Dennis and Briane Croone with Joe Medicine Crow. *White-Man-Runs-Him: Crow Scout with Custer*. Louisville, Kentucky: Evanston Publishing, 1995. ISBN 1-879260-16-6
- Jaeger, Lowell. Ed. *Poems Across the Big Sky: An Anthology of Montana Poets*. Kalispell, MT: Many voices Press, Flathead Valley Community College, 2007. 247 pp. ISBN: 978-0-9795185-0-8
- Keoke, Emory Dean and Kay Marie Porterfield. *American Indian Contributions to the World: Medicine and Health*. New York: Facts on File, Inc. 2005. ISBN: 0-8160-5396-0 150 pages hardcover
- Keoke, Emory Dean and Kay Marie Porterfield. *American Indian Contributions to the World: Science and Technology*. New York: Facts on File, Inc. 2005. ISBN: 0-8160-5397-9 150 pages hardcover
- Keoke, Emory Dean and Kay Marie Porterfield. *American Indian Contributions to the World: Trade, Transportation, and Warfare*. New York: Facts on File, Inc. 2005. ISBN: 0-8160-5395-2 150 pages hardcover
- Keoke, Emory Dean and Kay Marie Porterfield. *Encyclopedia of American Indian Contributions to the World: 15,000 Years of Inventions and Innovations*. New York: Facts on File, Inc. 2002. ISBN: 0-8160-4052-4 383 pages hardcover
- **Little Big Horn College features the Crow tribal history and a variety of accompanying lessons on line – topics include Kinship, Crow country, Language, and Migration. http://lib.lbhc.cc.mt.us/history/**
- Loewen, James W. *Lies My Teachers Told Me: Everything Your American History Textbook Got Wrong*. New York: The New Press, 1995. 372 pp. ISBN:1-56584-100X
- McIntosh, Kenneth and Marsha McIntosh. *North American Indians Today: Crow*. Philadelphia: Mason Crest Publishers. 2004.
- Mihesuch, Devon A. (Choctaw). *American Indians: Stereotypes and Realities*. Atlanta, GA: Clarity Press, Inc., 1996. 149 pp. ISBN: 0-932863-22-1
- *Montana Indians: Their History and Location*. Helena, MT: Montana Office of Public Instruction, 2004. (Provided to all school libraries by OPI and also available at: http://www.opi.mt.gov/pdf/indianed/resources/MTIndiansHistoryLocation.pdf
- Montana, U.S., and world maps: www.regionallearningproject.org.
- Official Site of the Crow Tribe Apsáalooke Nation. http://www.crowtribe.com/
- Welch, James and Stekler, Paul. *Killing Custer: The Battle of the Little Bighorn and the Fate of Plains Indians.* New York: Penguin Books, 1994.

Implementation Level, Essential Understandings and MT Content Standards

Implementation Levels		Essential Understandings - Big Ideas				Montana Content Standards	
4	Social Action		1-There is great diversity between tribes.		4-Tribes reserved a portion of their land-base through treaties.	Reading 1.1, 1.3, 1.4, 2.1, 2.4, 2.5, 2.6, 2.7, 4.2, 4.3, 4.4,	Social Studies 1.1, 1.3, 2.6, 3.1, 4.4, 4.6, 4.7, 6.2, 6.4, 6.5
3	Transformative	X	2-There is great diversity between individuals within any tribe.	X	5-History is told from subjective experience and perspective.		
2	Additive	X	3-Ideologies, traditions, beliefs, and spirituality continue through a system of oral traditions.	X	6-Federal Indian policies shifted through seven major periods.	Literature 1.1, 1.3, 1.6, 2.3, 4.2, 4.3, 5.1, 5.3 Speak & Listen 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1	Writing 1.1, 1.2, 1.3, 1.4, 2.1, 2.5, 4.1, 4.2, 4.3, 6.2, 6.4
1	Contributions				7-Three forms of sovereignty exist in the US - federal, state, & tribal.		

Learning Targets

- I can engage in pre-reading research to effectively gather information to provide me the clues I need to understand the assigned reading.
- I can make connections between my own experiences and those of the main character.
- I know vocabulary necessary to understand this text.
- I understand the meaning of counting coup both in the traditional and contemporary context.
- I listen attentively to my teacher and my peers.
- I take complete notes that are useful to me.
- I can interpret details from text read to me.
- I have thought about how what I do in school will prepare me for being a leader in life.
- I can write and present a strong speech about leadership.
- I respect and appreciate the contributions other people have made to my success.
- I can work respectfully and effectively with others to organize a successful public event.

Day by Day Plan - Steps

Day One (Option #1 requires two days, Option #2 requires one day)

1. Consider teaming with your school librarian to help identify and efficiently use the resources needed for Options #1 and #2 described below.
2. Introduce the book discussing the genre (autobiography), the author and the time period (1913-).
3. Prepare students to listen to you read by taking out a piece of paper and a pencil. Ask them to write down any words or phrases that are confusing, new, or unfamiliar. Read the forward and the introduction aloud. Following this reading ask students, "What do we need to know to understand what is happening in this book well?" Make a list of "need to know" words or phrases such as: Crow Country, Crow Reservation, adoption, Indian names, National Museum of the American Indian, Tribal colleges, missionaries, counting coup, etc.

- **Option #1 –** Allow students to choose a "need to know" topic from your class list and work in pairs (or small groups depending on the size of your class) to gather information through research about the topic. Then give each student pair/group 5 minutes to provide some background on the topic

they chose. Ask the student-listeners to take notes for reference while they are doing their own reading. Also have Montana and U.S. maps on hand for these presentations.

- **Option #2 –** Provide background for the students on each of the "need to know" topics (modeling the requirements for step 4) requiring students to take notes that may be used as a reference during reading. Provide accurate citations (in the format your school uses) for each of the research materials you use as models. This will reinforce the importance of accuracy in giving credit where credit is due and to avoid plagiarism.

4. Encourage students to continue to do reading research throughout the course of the book reading. Consider requiring students to hand in their research on at least two "need to know" items they encounter during their own reading (see worksheet provided below).
5. A vocabulary list is provided below. You may opt to give this list to students or allow them to use these terms as they encounter them in the "need to know" exercises.

Day Two: There is a process to becoming a leader and "there are no shortcuts"

1. Begin class with a discussion of leadership. Allow students to suggest names of people they believe are leaders. Engage students in a discussion exploring the following questions:
    a. How did these people become leaders?
    b. What steps did they go through to become leaders?
    c. How do we define a leader?
    d. What do you have to do to be considered a leader?
    e. In what areas do you think you might be a good leader?
    f. Is it possible to lead even when you follow?
    g. Think about the Introduction I read to you last class.
    h. What expectations did the Crow people have for their leaders?
    i. What experiences did they want their leaders to have?

2. Introduce the Leader's Log – a way to examine yourself as a leader while you read about the experiences of Joe Medicine Crow. Students essentially take a mental journey through various aspects of leadership in their own lives. Before you begin, provide the parameters and criteria by which you will assess their work.
    - Format: journal, plain paper pages, Power Point presentation, computer log, tape recording, video recording, etc., or you may have them decide for themselves what they might use.
    - Length of entries: base this on the amount of time you expect them to write, perhaps 15-30 minutes per entry. Avoid a specific word count. You might suggest a minimum number of questions to respond to. If they respond to all, you might get only one or two sentences per question rather than any developed ideas.
    - Audience: In discussion with students, determine the audience for this log because that will affect the kind of writing they do. Ask them to consider an audience other than themselves and the teacher: grandchild, elder, friend, younger students, or someone they might want to give the log to as a gift. However, you might consider the audience will only be themselves, and then the final product will be something they want to keep with pride. They need to have a good reason for doing this exercise well.
    - Suggested Final Product Criteria, and assign point values for each:
        - Ideas and Voice: Did they thoughtfully and honestly respond to the questions, reflecting what they think and feel? Their writing will be much more memorable if they've support their initial "topic sentence" or response to the question with a personal story that illustrates their idea. This process, of course, will take more

time. They can actually use Joe Medicine Crow's storytelling expertise as a model for how they might do the same thing.

- Organization: Is the Log Journal sequential in terms of how the assignments were made? Have they used transitions from one idea to another to help the ideas flow?
- Word Choice: Has the student avoided jargon, using words that are appropriate for the audience?
- Conventions: This might vary depending on the format. But if they've used the computer, they should run a spell and grammar check.
- Presentation or Final Product: Neatness, creativity (inclusion of drawings or photographs), and carefully bound. If students choose tape recording or video, you might ask them to transcribe the video or tape recording to help build writing skills.
    - Examples of what a log can be: NOAA Arctic Exploration Log at http://oceanexplorer.noaa.gov/explorations/02arctic/logs/sep5/sep5.html and a holocaust video log made by Rabbi Salomon as he tours holocaust sites at http://www.aish.com/ho/r/.
    - Lewis and Clark's logs are also good examples. With each of these, discuss the probable audiences for each log.

3. Assign chapters 1-3, pgs. 13-34.
4. Following this reading, ask students to respond to the following questions in their Leader's Logs (remind them to record the question and then answer it):

a) What are your expectations of a good leader?
b) What kinds of experiences do you think strong leaders should have?
c) Joe's grandfather put him through some experiences to train him to be stronger. What were these?
d) What types of training have you gone through to get stronger?
e) Who are the people who help prepare you and how do they prepare you?
f) Joe talks about the history of the Crow people and about Crow traditions and beliefs. How do these things influence how he grows up?
g) Think of at least two ways that your own family history, traditions, and beliefs have influenced how you are making it through life?
h) When things are difficult, how do you stay strong and make good choices?

Day Three

1. Ask students how their first log entry went. Take questions. Remind students of the reading research assignment. Review the Criteria for their research logs. What do you expect them to look like? Be very specific. How much do you expect them to accomplish in how much time?
2. Assign chapters 4-8, pgs. 35-59.
3. Following this reading, ask students to respond to the following questions in their Leader's Logs (remind them to record the question and then answer it):

a) In what ways are you learning to be self-sufficient?
b) In what ways have you learned to work with others in a community?
c) Why are both being self-sufficient and working with others important qualities in a leader? Joe Medicine Crow describes how the games he and his friends played prepared them for life. How do school activities, sports, games, and other extracurricular activities improve your ability to be a leader?
d) Joe Medicine Crow talks about how he learned to fear white people and Sioux. How are our perceptions of other people and events influenced by those we grow up around?

e) How can we examine our fears and try to understand the truth in order to make good choices?
f) Are experiences worth having even if you fall, like when Joe came in last in the horse race?
g) What have you gained from events where you have not done as well as you wanted to?

Day Four

1. Take questions. Remind students of the reading research and leaders log assignments.
2. Engage students in a discussion about history. You might provide examples from a variety of texts to demonstrate the aspects of "history" that you wish to discuss:
    a) What is your definition of history?
    b) How do we learn about the past?
    c) What do we consider "valid" or "acceptable" ways to learn about the past?
    d) Are stories a way to learn history?
    e) Is it possible for two different accounts or stories of an event to both be true?
    f) Is the history we study in our textbooks subjective?
    g) If yes, in what ways?
    h) Can we use an autobiography like this one to learn truth about what has happened in the past? Why or why not?
3. Assign chapters 9-12, pgs. 59-94.
4. Following this reading, ask students to respond to the following questions in their Leader's Logs (remind them to record the question and then answer it):
    a) Joseph Medicine Crow said that chiefs were highly respected by the Crow people because they had earned the right to leadership. In what ways can you gain the respect of those around you to earn the right to leadership?
    b) How can the stories of those who have lived longer than we have teach us to be better leaders?
    c) Joe talked about the honor songs that were made for chiefs. What are some ways that we honor respected people in our cultures?
    d) What effect does prejudice have on opportunity?
    e) Do you think you have learned to think negatively about some people?
    f) As a leader how can you ensure that you will treat everyone you work with respectfully?
    g) On page 71 Joe talks about how "we punished ourselves." What does he mean?
    h) Can you think of times when you have had similar experiences?
    i) Why do you think we sometimes feel the urge to bully others?
    j) As a leader how do you think you should respond to bullying and prejudice?
    k) Interview one person whom you consider wise or who sets a good example for you. Ask him/her to tell you one story that he/she thinks will help you in life. Remember not to ask the "leading questions" Joe Medicine Crow talked about. Record this story in your log.

Day Five

1. Take questions. Remind students of the reading research and leaders log assignments.
2. Assign chapters 13-15, pgs. 95-118.
3. Following this reading, ask students to respond to the following questions in their Leader's Logs (remind them to record the question and then answer it):
    a) Joe Medicine Crow had a number of stories that were important to him as he grew up. Consider the teaching stories from your own culture (like Aesop's fables, why stories, Bible stories, nursery rhymes, etc.). Why is telling these stories valuable?
    b) Why is remembering these stories valuable?
    c) How do these stories form our character?

d) Joe Medicine Crow liked to tell the other Indian students he met his Crow stories as a way of telling them who he was. What story would you tell to someone who wanted to know you?
e) When things get difficult like they did sometimes for Joe, where do you find encouragement and how do you ground or center yourself?
f) After Joe came back from WWII he gave his feather to his cousin Henry as a way of mentoring him. Are there any ways you could pass on what you have learned to someone else to mentor them?
g) When you look back on your life what has your legacy been thus far?
h) Joe remembered how he thought his grandfathers would have been proud of him riding that horse he took in the war. What experiences have you had when you felt others would be proud of you?
i) What do these moments reveal about your character and/or your abilities?

Day Six

1. When Joe had completed his coups he was asked to give a speech to recite his war deeds, a way of demonstrating his leadership. Show students the brief clip of Pai's speech on leadership from the movie *Whale Rider* (or show the whole movie for greater impact). (A brief clip of her speech is available at www.youtube.com, if you are able to access it there.) You may use this link for a brief summary of the film's plot: http://en.wikipedia.org/wiki/Whale_Rider. Engage students in a discussion about what they have learned or thought about while composing their leader logs.

- With the students, evaluate Pai's speech discussing the following: Purpose, Audience, Content of the Speech, Non-verbal Communication skills and Strategies.
- Assign a leadership speech with Pai's speech as a model, giving the students a specific minimum and maximum of time that they must speak, perhaps 2-5 minutes.
    - Role and Audience for the speech: Students may choose their own, but they should know it and provide it for the class before they make their oral presentation to the class. For example, they might choose to pretend they are an elder in the tribe who has been asked to speak to a group of high-school seniors, or they might pretend they are the president of their class, and they will speak at a class meeting. The teacher could also make cards with possible audiences and roles. Each student may draw a card, and that's the role he/she will take.
    - Purpose of Speech: to inform or define, or to persuade. Students should consider what they might want their audience to learn or feel or do in response to their speech.
    - Topic: Ideas about leadership that they draw from their leadership logs.

3. Consider a way that you may be able to honor each student in your class for some type of leadership they have shown (perhaps with a certificate). You may want to read through their leader logs before attempting this to give you more ideas and insight into the types of leadership in which students are participating.
4. Talk to students about the traditional Crow giveaway described on page 121. Engage students in a discussion about the people who have made their successes possible. Ask each person to consider one or two people they would like to honor for the role they have played in each student's success. Then discuss as a class what the students might be able to make to give away to these people at a special leadership event.
5. Coordinate the leadership event so that students may help with the planning and set-up.

- Delegate jobs such as decorating, making invitations, making giveaway gifts, organizing the program, getting a meeting space, setting up chairs, etc.
- Invite the students' honored guests.
- Present each student with his/her leadership award and allow each student to give a brief leadership speech and to give his/her gift to the honored guest who has contributed to his/her success.

Day Seven

As a class reflect on the impact of the leadership event. Ask each student to write an evaluation of the leadership event that will be included at the end of their completed Leader Log. They might respond to questions such as the following:

a) What did someone say or do that made you feel good about yourself and what you were doing?
b) What is the most important idea you learned from reading Joe Medicine Crow's memoir?
c) What about the leadership event was most important to you? To the people who came?
d) How have you changed or stayed the same as a result of this experience?

Assessment

- The student is able to conduct pre-reading research to effectively gather information to provide the clues needed to understand the assigned reading through the "need to know" assignment.
- The student is able to make connections between his/her own experiences and those of the main character through the leaders log assignments.
- The student knows vocabulary necessary to understand this text through the vocabulary or "need to know" assignments.
- The student is able to understand the meaning of *Counting Coup* both in the traditional and contemporary context as a result of class discussion.
- The student is able to listen attentively to the teacher and his/her peers during discussions and speeches.
- The student is able to complete notes that are useful to him/her during "need to know" group presentations.
- The student is able to interpret details from text read aloud as evidenced by discussion participation.
- The student is able to consider how what is done in school and life leads to greater leadership abilities through completion of the leader log.
- The student is able to communicate clearly in writing and in speech throughout the leadership log and speech presentation assignments.
- The student is able to write and present a strong speech about leadership during the leadership event.
- The student is able to respect and appreciate the contributions other people have made to his/her success and this is reflected in his/her leadership speech and discussion of choice of honored guest.
- The student is able to work respectfully and effectively with others while organizing a successful public event.

Teacher Notes and Cautions

- This lesson can be differentiated for students by using alternative recording methods (other than writing) and by selecting only certain questions rather than all leaders log questions. In addition there are several points where the teacher can stick to a basic reading of the text rather than engaging in the various enrichment activities OR the teacher may access the included extensions either to focus on certain issues that require clarification or to create additional learning opportunities for accelerated learners.

Vocabulary

Adopting (6) –
Tradition (9) -
Adversaries (14) -
Enrollment (17) –
Assimilation (19) –
Arbor (20) -
Symbolically (21) –
Medicine man (25) –
Fasting (25) –
Matrilineal (27) –
Allotments (30) –
Kinship (31)
Self-sufficient (39) –
Harrowing (56) –
Wary (65) –
Township (68) –
Prejudice (69) –
Reenactment (81) –
Pantomime (81) –
Sacred places (84) –
Medicine Wheel (85) –
Travois (90) –
Commission (102)
Legacy (107) –
Paddock (116) –
Giveaway (121) –
Cherish (123)

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- Ancona, George, photographer and author. *Powwow.* San Diego, CA: Harcourt Brace and Company, 1993. 40 pp. ISBN: 0-15-263269-7. Full-color photographs and writing, the Crow Fair.
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- *Snell, Alma Hogan. (Crow). Grandmother's Grandchild: My Crow Indian Life. Lincoln, NB: University of Nebraska Press, Bison Books, 2000. 213 pp. ISBN: 0-80320-9291-0*

Traditional Story Picture Books:

- Medicine Crow, Joe (Crow). *Brave Wolf and the Thunderbird.* Illustrated by Linda R. Martin (Navajo). New York: Abbeville Press Publishers. 30 pp. ISBN:0-7892-0160-7
- *Indian Reoding Series. The following titles have been sent to school libraries by OPI and also are available online:* www.nwrel.org/nwreport/2003-09/Indian.html
    - *My Name is Pop Level I Book 13*
    - *Birds and People Level I Book 11*
    - *Santa Claus comes to the Reservation Level I Book 14*
    - *Tepee, Sun and Time Level II Book 14*
    - *Far Out, A Rodeo Horse Level I Book 9*
    - *Water Story Level II Book 15*
    - *End of Summer Level II Book 1*
    - *Grandma Rides in the Parode Level II Book 7*
    - *I Am a Rock Level III Book 16*

NEED TO KNOW

As you read our text, look for words and/or phrases that are new, confusing, or unfamiliar to you. Write this word or phrase in the space provided below and spend a few minutes researching information to help improve your understanding of the word or phrase. Think about all of the resources available to you and decide which resources would be best able to provide you with useful information. Staple your printed or copied research sources to this worksheet.

I need to know more about: _____

I found out that: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Do I understand what I am reading better now that I have done some research?

_____ **Yes**, I can move on in my reading.
_____ **No**, I would like help to better understand this word or phrase.

Appendix A

Counting Coup Chapter Summaries and Additional Writing and Speaking Activities

By Dorothea M. Susag dotsusag@3riversdbs.net

Students may use the ideas they've written in their Leader Logs as pre-writing activities to help them complete the activities listed below.

Chapter 1 (13-16) **Summary:** Medicine Crow describes his birth on October 27, 1913, the surrounding traditional ritual, and how he got his name "Winter Man." He concludes with the story of his Grandfather Yellowtail's "physical education regimen."

Activity: Write a one-page ***narrative* essay** about one of your most memorable experiences in training, either in P.E. class or in basketball, volleyball, track, football, or any other activity. Joe Medicine Crow's story about his grandfather concludes with how that training helped him. Either begin or conclude your story with a **topic sentence** that names the person who helped you and how that training made you stronger.

Role: yourself as an adult and a coach of that same activity;
Audience: students;
Format: short narrative essay that could be read as a speech;
Topic: a lesson you've learned from some physical activity;
Strong Verb: *tell* a story and *inform* your audience about the value of this experience to you.

Chapter 2 (17-24) **Summary:** Medicine Crow identifies his tribe and clan and then compares and contrasts the traditional *Absarokee [Apsáalooke]* homeland and warrior tradition with the reservation in the early days and today, particularly the meaning of *coup* to the "Plains Indian warrior." Including specific names of elders he respected, he shares a story about a Sioux boy who whacked him in the head to *count coup* on him. Frequently, the Crow would gather with former enemies from the Sioux and Cheyenne tribes, and the elders would tell stories about long ago days--good memories for him.

Activity: Create a poster to be displayed in your classroom of what it means to *count coup* in the Crow tradition. Illustrate each of the four *coups* with a drawing, photograph or picture cut out of a magazine that will show what it would mean today. **Title your poster and use parallel verbs or sentences** for each of the four *coups.*

Role: yourself;
Audience: your classmates;
Format: Poster;
Topic: Four *coups;*
Strong Verb: identify and illustrate each coup.

Teacher Tip: *Apsaalooke, Absaloke, Absarokee, Absaroke, Absorkee,* etc. are all iterations of the same root word referring to the Crow people's name for themselves, "Apsaalooke". A definitive spelling of this word has only come about fairly recently, historically speaking, as a result of the translation of the oral Crow language into a written language cataloged by the Crow people. Some of the variations in spelling are due to the oral tradition and the fact that how the word sounded was recorded by a number of trappers, settlers, traders, explorers etc. who spelled the word differently. One look at the Lewis and Clark journals is a good illustration of how, at that time, phonetic spelling created some major variations in word spellings. Related activity: Once students understand the word variations, brainstorm the many places, mountain ranges, names of businesses, etc. that are named for the Crow people.

Chapter 3 (25-33) **Summary**: This chapter tells about his family (The Medicine Crows and the Yellowtails) and the people who raised him, vision quests, Indian housing on the reservation, his great-grandmother's resistance to new ways of living, his adopted grandfather, One Star, who was a policeman for the B.I.A. After One Star died, Joe inherited his 160 acre homestead allotment. Raised by "pre-reservation Indians," he was also raised Christian. The people in Lodgegrass asked for a school close to the reservation, so the Baptists built the school, and many Crow joined the church.

Activity: Create a Power Point slide show of the people who are important in your life that you will share with your family at the next family gathering. You may use a computer genealogy program or you may draw it yourself. Scan photographs of the people you mention, including a birth or death date and place for each. Write a one to two sentence detail about that person that makes him/her unique. Use Joe Medicine Crow's writing as a model for the inclusion of specific details and story to make your writing and your Life map more interesting.

Role: yourself;
Audience: your family members;
Format: Power point;
Topic: people who are important in your life;
Strong Verb: create a slide show that *informs and shows.*

Chapter 4 (35-40) **Summary**: Despite the suffering due to hunger and disease that contributed to serious losses within the Crow population, people survived. Joe Medicine Crow lightens the tone with two stories about resiliency and persistence: one about stealing beef from cattlemen who paid little for the use of grazing land on the reservation, and the other about an old Crow man who doesn't speak English and the white man in the Stevenson Trading Post in Lodge Grass who doesn't speak Crow.

Activity: Expository Writing. To help students think critically about what they read, review page 39-40 in *Counting Coup* where the Crow man experiences frustration when the non-Indian store owner in Lodge Grass can't understand Crow. Then read aloud from *Little House on the Prairie* by Laura Ingalls Wilder, 32-33, where Laura reacts to Indians for the first time. Although they've probably read this book, you might ask the students to talk about it in light of their having read Joe Medicine Crow's story about Flat Dog. Talk about what they think about a white man on the Indian Reservation who hasn't learned the language of the people he does business with. Where might that happen today? Talk about possible consequences when culture and language differences create barriers to understanding. Talk about the difference between Wilder's portrayal of the child *treating* the older Indians as children as contrasted with Joe Medicine Crow's portrayal of the old man's disengagement with the store owner. Flat Dog's primary purpose is to get eggs and not to humiliate the store owner.

R.A.F.T.S. Writing Assignment:
Role: You are a Crow elder, and you have read about Laura's experience and reaction to the Indians in *Little House on the Prairie*;
Audience: You write to Laura, the character **or** to the author, although the description of the following writing assignment would differ somewhat;
Format: Letter;
Topic: Based on your experience with the consequences of language and cultural differences (as you have learned through reading Joe Medicine Crow's memoir and the story on pages 29-30 in particular), write a letter to Laura;
Strong Verb: Explain to Laura how you understand her fear when she encountered people she had never met before. **Explain** how the Indians might have felt, and what they might have thought as they approached her home. **Explain** how her slapping might have affected how the Indians felt, what they thought, and how they might have acted in the future. **Explain** how her version of the event might affect both Indians and non-Indians in the future. **Suggest** ways she might think, speak,

and act differently, with more respect, while she still protects herself from situations that might be harmful.

Most important is the students' choice of words that will best suit their audience to create an attitude change in Laura or the author.

Chapter 5 (41-43) **Summary:** Stories about games and playing outside in the summer: tops made out of rocks, mud fights, "shinny" (like field hockey), fishing, throwing arrows, swimming, stick game.

Activity: Technical Writing -- For a "How To" manual of games for teachers, write the rules for an outdoor game you might play that adults haven't played before. Write the rules in clear and concise language, making sure you've included all the steps in logical order. Your directions need to be so clear that the adult could teach his/her students how to play the game.

Role: Yourself;

Audience: Adults or teachers of children your age;

Format: How-to format, like a recipe, with directions for playing a game. The directions should begin with a brief description of the game including where it can be played and what materials they would need, as well as any other specifics. Then make a step-by-step list of rules and what you have to do to win the game;

Topic: A game you play that adults don't know about;

Strong Verb: Explain the rules for playing a game.

Chapter 6 (45-47) **Summary:** Joe started at the Baptist School when he was six, not knowing any English. The story shows how that experience affected him. After a very bad day, his great-grandmother Bear That Stays by the Side of the River convinced him that "white people were to be feared, that they were dangerous and mean" (47). He stayed at that school for three years and didn't learn "much of anything at all" (47).

Activity: Comparison/Contrast 5-paragraph Expository Essay

- Read Holly Littlefield's *Children of the Indian Boarding Schools,* or any other of the resources you've read about boarding school.
- With your teacher, construct a Venn Diagram comparing and contrasting Joe's experience at the Baptist School with those you've read about in Littlefield's book.
- Write a five-paragraph comparison/contrast essay that shows two similarities and one difference.
- Make sure you include a clear topic sentence that represents your opinion. For example: Joe Medicine Crow's experience at the Baptist School is similar to that of children who attended Indian boarding schools.
- You might conclude with what you think is most important about reading about Indian boarding schools.

Activity: Interview. Carefully construct a list of questions that you would like to ask an Indian elder about his/her experience at a boarding school or at a school where the teachers and other students might be non-Indian. Submit the list of questions for feedback from your teacher. Make an appointment for the interview and tape record or video-tape the interview. After the interview, make a copy to present to the person you interviewed as a gift. For specifics about the Interview assignment, look at the *Two Old Women* unit plan. (OPI web site: http://opi.mt.gov/programs/indianed/IEFA.html#gpm1_2)

Chapter 7 (49-52) Summary: Horse racing on the Crow Reservation and a story about One Star's long-distance racehorse called "Glass Eye" and Joe's first experience riding in a race. Although he lost that race, he won every race he entered for several years, riding in races as much as 300 miles away.

Activity: Read the poem by Henry Real Bird, "Rivers of Horses," in *Poems Across the Big Sky: An Anthology of Montana Poets.* The teacher may divide the class into groups of four. Each group will read the

poem aloud, just to their group, at least four times. Then they will decide how they can present this poem to their classmates—as a choral reading, or with individuals taking turns, with some kind of music or drumming in the background. Possibly the students themselves might do the drumming or musical background. They might use some kind of visual—maybe a clip from a movie where you can see horses running. At the end of the presentation, the group should provide their conclusion about what horses mean to the speaker in Real Bird's poem and what horses meant to Joe Medicine Crow.

NOTE: Henry Real Bird was named as Montana's Poet Laureate in September 2009. For further information see: Montana Arts Council online http://art.mt.gov/resources/resources_poetlaureate.asp and also *The Montana Pioneer* http://www.mtpioneer.com/2010-March-cover.html

Chapter 8 (53-57) Summary: This chapter relates a story about the time Joe Medicine Crow confronted his three greatest fears all at once in the Indian Health Service hospital. They were ghosts, white men, and Sioux, and he met and learned to appreciate them in one man, Thomas LaForge, who spoke to him in Crow. He was the man that the Crow called "the white Crow Indian," but his Indian name was "Horse Rider".

Activity: Research--Using online or available resources, including Thomas LaForge's memoir, *Memoirs of a White Crow Indian,* find out who Thomas LaForge was and why he and Joe Medicine Crow became friends. What in Thomas LaForge did Joe Medicine Crow admire? What in Joe Medicine Crow's character did Thomas LaForge admire?

Activity: Note Taking--Look carefully at the way Thomas LaForge and Joe interact in this chapter, particularly from the top of 55 to 57.

1. Make two columns:
    - On the left, list each event: he runs into the hall screaming; the "big Sioux nurse" grabs him; she pushes him into his room and shuts the door so he can't get out, etc. etc.
    - On the right, write a sentence that reflects what Joe, or Thomas LaForge, might be feeling or thinking at that moment. In other words, what's going on beneath the text? What's going on inside each character that is not being said?
2. After you are finished, review your note page and state the turning point in this interaction. Who said or did what to make it change?
3. Then write a short paragraph about what this section can teach about how to make peace and overcome fears.

Chapter 9 (59-66) Summary: This chapter is about the importance of memory regarding great and famous chiefs and warriors of the Crow; storytelling, particularly war stories, various versions of the same stories; what has survived despite the new ways on the reservation; how they have compensated for their losses; sweat baths for healing; his grandmother Kills in the Morning and her storytelling; and witnessing a meteor shower. He includes a story about Wise Man and which wild creature is "the smartest, the wariest, the hardest to catch" and another about how Wise Man cleverly escaped Sioux warriors (64-66).

Activity: Watch the sections (7 minutes and 39 minutes into the tape)that feature Joe Medicine Crow in *American Experience: Last Stand at Little Big Horn*: *The Battle Where Sitting Bull and Crazy Horse Fought Custer and an American Myth Was Born* (2005) Series: American Experience. DVD.

Read aloud from *Killing Custer* (213-214, 222, 223, 274-75, 294-296) where James Welch writes about Joe Medicine Crow.

- **Write a paragraph reflection** about what you learned about Joe Medicine Crow from watching him speak and reading what Welch says of him as opposed to reading his own words.
- Conclude with what interests you and what you admire the most about Joe Medicine Crow.

Chapter 10 (67-74) Summary: One Star removes Joe from the Baptist School and enrolls him in the white man's school in Lodge Grass. Joe experiences discrimination and outright meanness from other students, with one girl poking him repeatedly with a safety pin. However, he must make it work or, like his grandmother says, he will end up in a boarding school. Although he can hardly read, although he's been in school for three years, he manages to advance in grades, thanks to the tutoring from the teacher. Along with the challenges from whites, Indian kids pressure each other to not be white, making learning even more difficult. Sometimes they skip school; every day they have fights with white kids. Because they were always hungry, they'd intimidate the "Belgian boys" into giving them part of their lunches. This is a chapter about a boy's experience with bullying and how he survived.

Activity: Write an expository paragraph—

- Consider all the characters in this chapter: One Star, Joe, Arlis, Theresa Lynde, other Crow kids, Belgian boys, and his great grandmother.
- Choose one character with whom you identify, one that is most like you, and explain why you made this choice.
- Think of a story from your life that is similar to the experience of this character and include it in a paragraph that begins with a topic sentence making the connection between you and the character.
- Conclude with a sentence that states a lesson that might be learned from reading this chapter in Joe Medicine Crow's memoir.

Activity: Write a persuasive letter—
Role: one of the quiet students in the school who has been watching all the exchanges and fights;
Audience: one of the characters in the chapter;
Format: write a note to this character;
Topic: The conflict between whites and Indians in the chapter;
Strong Verb: Explain how you understand what the character is doing and feeling and the problem of conflict. Offer a solution to the problem and how this character might contribute to the solution. **Persuade** the character to make a change in his/her behavior.

Chapter 11 (75-82) Summary: Joe Medicine Crow remembers White Man Runs Him, his grandmother's brother, his grandfather in the Indian way. This includes stories about the Battle of the Little Bighorn and Custer from the Crow scout's perspective, answers to the question of why Crow scouts survived the battle, White Man Runs Him's spiritual power, a story about the filming of a Western on the reservation in 1927, and a powerful memory of a celebration in June of 1926 where veterans of the battle were honored.

Activity: Note-taking practice: Write a one-sentence paraphrase of each of the paragraphs in this chapter. Make sure that you take more than two words together from any place in the paragraph, other than names of people or places or dates. Otherwise it is plagiarism and does not count as paraphrase. Read the paragraph, close the book, and write one sentence that summarizes what you just read. Avoid details that aren't necessary in a summary statement.

Additional Resources on "The Battle of the Little Bighorn:"

- http://www.custer.visitmt.com/Joe.pdf Article by Mark Bedor about Little Big Horn Battle – Joe Medicine Crow recounts his stories
- *American Experience: Last Stand at Little Big Horn*: *The Battle Where Sitting Bull and Crazy Horse Fought Custer and an American Myth Was Born* (2005) Series: *American Experience*. DVD

Chapter 12 (83-94) **Summary:** This chapter begins with an explanation of the four basic principles of life, the source of power and spiritual people, and special places for the Crow people. Then he tells about the

Little People and the story of Long Hair who received a blessing at the Medicine Wheel. Shortly before he died, he called the leaders of the tribe and said, "the time has come to measure my hair" (86). Each one passed it to the next and cut off a piece to keep in their pouches as medicine from Long Hair. With the hair went a blessing of long life and health and he told them the "Heart of the Mountain," near Cody Wyoming, would die when he died. After they buried him, there was a landslide at the top of the mountain, leaving a form in the mountain with the image of Long Hair. The other story is about a little boy (Four Arrows or Sacred Arrows), the Little People who have helped the Crow "keep and preserve our beautiful land," and a gap in the Pryor Mountains.

Activity: http://www.kstrom.net/isk/stars/starkno8.html Read through the "Stone Wheels as Star Computers" about Medicine Wheels. Follow all of the links and read all you can.

Role: You are yourself;

Audience: The webmaster;

Format: A one-page formal email;

Topic: Write about what you found most **Interesting or Surprising** and conclude with your evaluation of the website after your class decides the best criteria to use for the evaluation;

Strong Verb: Inform the webmaster about what you thought of his/her website and how it helped you better understand Joe Medicine Crow's writing, and then **evaluate** the website for the purpose of helping him/her improve his website.

Chapter 13 (95-100) **Summary:** Because of the "racial tension" at the Lodge Grass School, Joe asked to go to a boarding school. The Baptist preacher helped him get into Bacone Indian School in Oklahoma in 1929 when he was sixteen. Meeting all the other Indian kids from 30-40 different tribes made him want to collect Crow stories. He tells about what he did at Boarding School, and the "outing experiences." They were for the most part a good experience because he took advantage of every opportunity. Joe Medicine Crow was the first male Crow to graduate from college—Linfield in Oregon, and the first one to earn a Master's Degree. Looking across the Little Bighorn as he prepared to leave for college, his Cheyenne grandmother began to sing a song that represented what women would do when they "sent their husbands and sons off on the warpath." Her singing gave him courage through college and war in Germany.

Activity: Reflection and Poetry Writing--Read the poem by Len Plenty called "The Bighorn River" in *Rising Voices* (52) New York: Charles Scribner's Sons, 1992. ISBN: 0-684-19207-1

You could also use the picture book by Nicola Campbell (Interior Salish/Metis). *Shi-shi-etko*. Illustrated by Kim LaFave. Berkeley, CA: Groundwood Books, 2005. 28 pp. ISBN: 0-88899-659-4

- In Len Plenty's poem the speaker shares an experience of the Little Bighorn River and what it means to him/her using sensory images and personification (*Rising Voices* 17). In *Shi-shi-etko*, the child collects memories about people and places that she'll carry with her to Residential School in Canada. The River in Plenty's poem and *Shi-shi-etko's* home places are relatives who provide safety and happiness to those who live beside them. At the end, the speaker in Plenty's poem concludes with "The river wants to flow/to all the four winds but/ knows it can just flow one way/ with the same wind."
- Reflect on the meaning of the last stanza for you. How is your life like or not like the river? What can this poem teach about how to live and what's important?
- Consider what it would be like to leave that place for years. What people and events that are connected to that place would you keep in your memory?
- Using Len Plenty's poem as a model, write a poem that begins with the name of a specific place that is like a "brother" to you. Include sensory images (taste, touch, sight, smell, sound) and use personification or metaphor.

Chapter 14 (101-106) **Summary:** Joe was inducted into the army in 1942. Having been familiar with the Crow warrior tradition, he had similar expectation of the modern army. However, he was disappointed with the differences. Still he carried "strong medicine" with him that protected him throughout his ordeal in Germany. After he was out of the army, he passed his eagle feather on to another Crow warrior.

Activity: Revision Practice—

- Take one of the questions that you've answered for your Leader Log that relates to Chapter 14.
- Revise and add **Ideas, story or illustration**, paying particular attention to clear **Organization** and **Word Choice.**
- Consider a reasonable and real **audience** for this piece of writing.
- Extend your ideas to **three paragraphs, between one and two pages.**
- Transform your new piece on the computer and **edit** for spelling and grammar.
- Submit the final piece for a separate grade.

Chapter 15 (107-117) **Summary:** In "A Crow Warrior in Germany," Joe Medicine Crow has completed all "four requirements to become a chief" (107): First war deed (110-112); Second and third war deed (112-114); fourth (114-117).

Activity: Role Play

- After the students have read the chapter twice, divide the class into groups of four, counting by 1,2,3,4. All four numbers will be in each group.
- Students will take the war deed that matches their number, and they will study the story of how Joe completed the war deed. Since the second and third are together, students will use their imaginations to create separate stories. For homework, they will practice retelling the story, using no notes but imagining the details very vividly.
- Taking the role of Joe in each case, the students will sit in a circle within their own group. You might want to reserve the library where students can be separated so their talking doesn't disturb the other groups.
- Sitting on the floor in their group of four, students will each tell the war deed that they are assigned, as close to the details as Joe told them. However, they may imagine and add more details as long as they don't change the intent or meaning of the event.
- The students with #1 and #4 will provide an introduction or conclusion, according to their number, just as Joe has done in this chapter.

Activity: Evaluation of the activity. After the groups have come back to the class, they will each write a reflection of their part, responding to the following questions:

a) What was most difficult about this activity for you? Why?
b) What was the easiest for you? Why?
c) What did you learn about war that you didn't know before?
d) What did you learn about being a hero or warrior or even a leader that you didn't know before?
e) What did you learn about yourself?

Chapter 16 (119-123) **Summary:** Joe Medicine Crow returns to Lodge Grass after the war. Instead of going straight home, he goes to Louie's to eat the hamburgers he had missed the whole time he was gone. His relatives host a reception and dance and giveaway, and he is asked to recount his war deeds. He is given a new name "after one of our illustrious Whistling Water" clan men: High Bird, and they also give him his honor song and "his right as an announcer, or town crier." One of his clan brothers bought his Winter Man name for his son.

Activity: Expository Speech.

R.A.F.T.S.

Role: You are a leader or elder in a Crow or Lakota community today.

Audience: An assembly of 8th grade students.

Format: Oral Presentation

Topic: You will be talking about what it means to be a true warrior honored by the tribe in the Crow tradition as depicted in *Counting Coup,* and you will advise students of ways young people could earn such a designation in today's society.

Strong Verb: Explain the roles of warriors and how these young people could earn the designation of a true warrior today, and **Encourage** them to follow the goals of a true leader.

Comment: Joe Medicine Crow includes much ***understatement*** in his storytelling. It appears in nearly every chapter, particularly at the end of a story he's telling. That understatement softens or lightens the blow of a hard or difficult or even dangerous time, changing the tone from dark to light. Sometimes, it results in humor and the reader finds him/herself smiling. Under the guidance of the teacher, students can look for those sentences or phrases to better appreciate his gift at storytelling that helps the listeners rather than harms them.

A 50-Minute Lesson: "Crow Country" A Geographic History of the Crow Nation in Montana: Homeland of the Crow People

By Shane Doyle

Objectives:

Students will be able to:

1. Describe the story behind how the Apsáalooke people came to call Montana their homeland.
2. Locate the "Crow Country" in the year 1850, and also the Crow Indian Reservation today, Using a Montana/Wyoming map.
3. Distinguish between the given name "Crow," and the term "Apsáalooke," which is the name that the Crow people call themselves.
4. Empathize with other people in history who have called Montana "home."

Materials/Resources –

1. Copy of "Crow Country" information narrative
2. Worksheet for "Crow Country"
3. Map of "Crow Country"
4. Map of Montana and Wyoming
5. 1851 Ft. Laramie Treaty (accessible at http://www.canku-luta.org/PineRidge/laramie_treaty.html)

Procedure –

1. Each student receives a copy of the information on the Apsaalooke/Crow Nation, a copy of the 1851 Ft. Laramie Treaty (see above for website), and map of Montana.
2. Teacher begins a **K/L/W** chart of the Crow Tribe. "What do we **KNOW** about the "Crow Country?" Student feedback is recorded in the "K" column.
3. Students silently read the narrative about the "Crow Country."
4. Using the information provided in the "1851 Treaty," each student uses their Montana map as a template to hand-draw a map of the boundaries of the original Crow Indian reservation.
5. Students then gather into groups of three to complete their personal observations about their favorite places throughout the state and local region; places that are also part of the "Crow Country."
6. Teacher facilitates the next portion of the **K/L/W** chart: "What did we **LEARN** about the Crow Country?" Class responses are recorded in the "L" column.
7. The teacher sets the stage for further learning with the final prompt, "W" – What do we **WANT** to learn about the Apsáalooke or modern day "Crow Country?"
8. One of goals of this exercise is to focus the students' thoughts and feelings towards the landscape and in this way create a more meaningful perception of "Crow Country", which is also "Their Country."

Crow Country – Big Sky Country

Imagine living in the Gallatin Valley area 200 years ago. Without modern conveniences like grocery stores and malls, where would you choose to "set up camp?" Where and when would you move your camp? In the boxes below, think about the places and landmarks you know and write in the space provided your thoughts about this land.

SUMMER CAMP – Where is the best place for making a summer camp? Think about the different resources and advantages different places offer. Why would you choose this place?
WINTER CAMP – Winter is a unique time of year with many challenges. Where would you camp if you wanted to live well during the winter months? What is it about this place that makes it a good winter camp?
GOOD LOOKOUTS – When you want to be able to get a good perspective where do you go? Which place allows you to see for a long distance and spot any animals (like buffalo) to hunt?
YOUR FAVORITE SPOT – What place is special to you? What makes it special and why do you enjoy this place?

The "Crow Country"

By Shane Doyle

The Crow Country is a good country. The First Maker put it in exactly the right spot. While you are in it you fare well; whenever you go out of it, whichever way you travel, you fare worse. (Arapooish (Sore Belly) Crow Chief as told to Robert Campbell, fur trapper, 1825, as cited in *The Adventures of Captain Bonneville, U.S.A., in the Rocky Mountains and the Far West*. Washington Irving, 1783-1859)

The Crow Indians have lived in Montana for over five hundred years and are still living there today. Although their modern reservation is located in southeastern Montana, their traditional homeland is a vast area that stretches across much of present-day Wyoming and Montana. Although they are known by the name "Crow," the name that they call themselves is "Apsáalooke." When translated into the English language, this word means, "Children of the Large-beaked Bird."

The Apsáalooke walked to the Rocky Mountains in Montana and Wyoming and have considered that place to be their homeland ever since. The Apsáalooke people have no written language, so they have no written record of their walk to Montana. Instead, the Apsáalooke have an oral history of where they came from originally when they began their long "migration" to Montana.

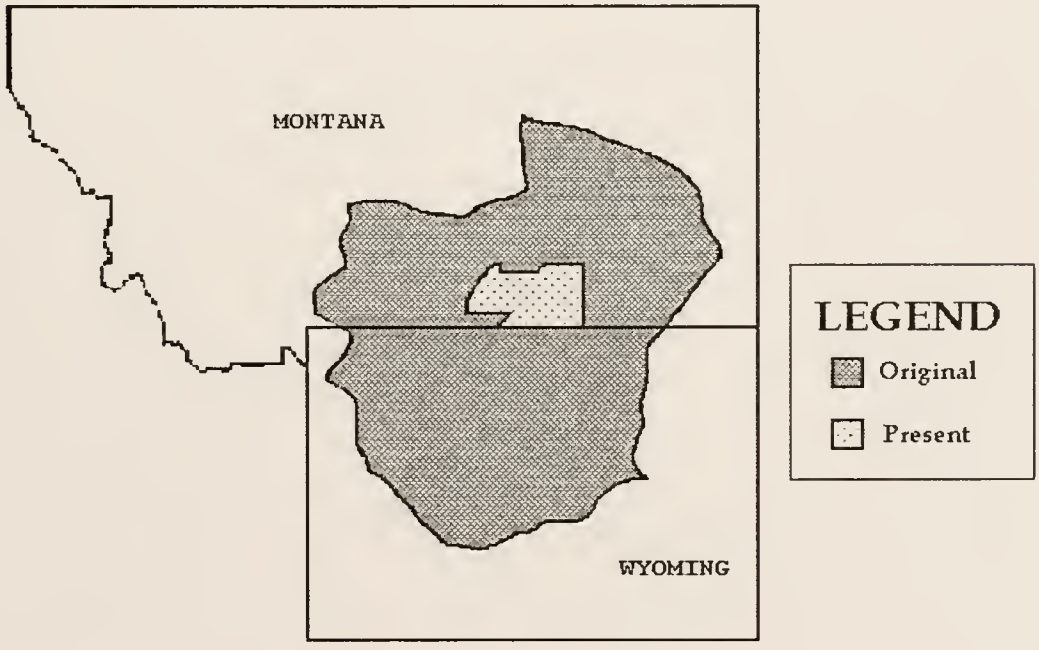
According to oral tradition, the Apsáalooke people came from a "Land of Many Lakes." This was probably the Great Lakes region of Minnesota or Wisconsin. The Apsáalooke people who began the long trek to Montana over five hundred years ago were following a leader named "No Vitals." No Vitals and his brother, Red Scout, had both fasted near the Great Lakes and each received a vision of what they should do for the future. In No Vitals' vision, he saw a plant seed and was informed that he should lead his group to the West, towards the setting sun, to find the right spot to put the seeds of this plant in the ground and continue to re-plant the seeds every year. He was told in his vision, "As long as the Apsáalooke continue to sow the seeds of this plant, they will always survive and prosper." This plant is known today as a "tobacco" plant, but the Apsáalooke do not smoke the plant, or chew it. It is only used for ceremonial purposes.

Today, the "Crow Country" is very different from when the first arrived there long ago. The great herds of buffalo that the Apsáalooke people came to rely upon for their survival no longer roam the prairie; they have been replaced with European cattle. Modern cars and Interstate highways have replaced horses and well-worn trails. Yet even in the year 2010, the Apsáalooke people continue to reside in their traditional homeland and still plant the sacred "tobacco" every year. Because of the vision of one man who led their long migration to what is now Montana, many Apsáalooke people believe that their traditional homeland is the best place.

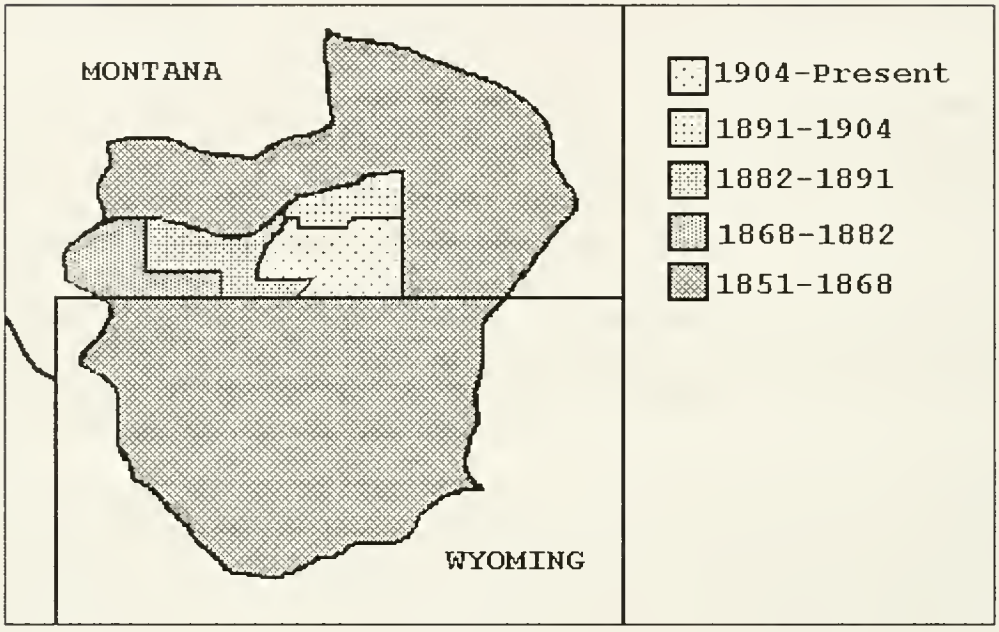
"Crow Country"

Treaty or Agreement	Land Holdings after Treaty or Agreement
1825 Friendship Treaty	
1851 Ft. Laramie Treaty	38,500,000 acres
1868 Ft. Laramie Treaty	8,000,000 acres
1868 Ft. Hawley Treaty	
1874 Milk River Agreement	
1882 Agreement (RR & YNP)	6,300,000 acres
1891 Carbon Reserve Agreement	3,700,000 acres
1904 "Ceded Strip" Agreement	2,200,000 acres

Map 1: Original Apsáalooke land holdings and present reservation. Map created by Tim McCleary. Used with permission.



Map 2: Apsáaɫooke lands reduced by treaties and agreements. Map created by Tim McCleary. Used with permission.



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